# Textbook Adoption Consensus Rubric for Visual Arts

**Course/Grade** Visual Art, 7

**Textbook Name** Explorations in Art, A Community Connection

**Publisher** Davis

| Part I - Standards Alignment | |
|---|---|
| **Does this textbook align with Indiana Academic Standards?** | **No** |

**If no, please explain.**
7.1.6 local museums interaction
7.1.8 no active involvement opportunities with community beyond the school.
7.4.4  lack of opportunity to do this
7.7.5  needs more safety information especially with clay dust
- Quality of the paper in the student text and the TE is very thin and some of the print is showing through to the next page.  This quality issue would be a very important consideration when thinking about adoption. Paper does not seem like it would wear well.

| Part II | | | |
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| ***Work Students Do*** | *1* | *2* | *3* |
| **Engaging Prior Knowledge:** Review to determine the extent to which the instructional materials include strategies that help students to: <br> • Think about their current understanding and functional knowledge as it relates to a core concept <br> • Build on previously learned skills across visual arts topic areas (i.e. more than one application of a skill) | | Meets | |
| **Explanation of rating for engaging prior knowledge:** Work students do- short on student directed heavy on teacher directed instruction. Would be better if students had more to work with that was brain based learning-provide a variety of higher order thinking skills applications. | | | |

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| **Metacognition**<br>Instructional materials include strategies that help students to:<br>• Recognize the goals of the chapter/unit as well as their own learning goals<br>• Assess their own learning<br>• Reflect, over time, on *what* and *how* they have learned | | | Exceeds |
| **Concept Development**<br>*The development of the concepts, or functional knowledge, for each topic area is essential so that students will achieve the artistic outcomes for the selected visual arts topic areas.*<br><br>Review textbook material to generally determine if:<br>• Sufficient information is provided for students to be able to demonstrate competency in each concept (Providing sufficient information contributes directly to a student's achievement of the artistic outcomes for that visual arts topic area)<br>• Illustrations, graphs, charts, artistic productions and demonstrations are current, correlated, and accurate and presented in a variety of formats<br>• Textbook provides objectives as well as review and reinforcement of concepts and vocabulary<br>• Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use<br>• Essential questions are included in the chapter or lesson to guide students in recognizing "big ideas" in dance<br>• Learning objectives are included in chapters or lessons to guide students in recognizing what they should be able to demonstrate<br>• The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real-life scenarios<br>• The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations | | Meets | |

**Explanation of rating for concept development:**
Essential Questions are very important to set the stage. Rigorous studio exercises not as challenging, students capable of much higher performance levels.

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| **Skill Development**<br>*Note that every lesson/chapter may not address each of the standards/skills. Review to assure that all standards/skills are addressed throughout the book at some time.*<br><br>Review textbook materials to generally determine if:<br>• The textbook materials provide information to the students about the skills needed to meet each standard<br>• The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard | | | Exceeds |

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| • The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists<br>• The instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, demonstrations, artistic productions and role playing<br>• Textbook provides objectives as well as review and reinforcement of skills and vocabulary<br>• The textbook materials provide literacy supports for students following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects<br>• Textbook provides opportunities to interact with complex informational text related to visual arts | | | |
| **Accessibility**<br>Instructional materials accessible to students address/consider:<br>• Developmentally appropriate information<br>• Varied learning abilities/disabilities<br>• Special needs (e.g. auditory, visual, physical, speech, emotional)<br>• English language proficiency<br>• Different learning styles | | Meets | |

**Explanation of rating for accessibility:**

Shortfall in providing for choices for gifted to special needs.  Students need to see their choices so that ownership of the activity falls within their interests and ability level.

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| **Digital Curriculum for Students**<br>Review digital curricular textbook materials to generally determine if:<br>• There are robust digital resources for student learning, practice and assessment<br>• Digital materials provide content that enhances the textbook<br>• Digital materials provide differentiated access to content<br>• Digital materials are intuitive and engaging<br>• Digital materials provide opportunities for meaningful, interactive experiences<br>• Digital materials reflect the range of multi-modal content delivery | Inadequate | | |

**Explanation of rating for digital curriculum for students:**

Not robust or interactive for students to access links, just the book online. Recommend the inclusion of popup information and active links within text for further exploration or to link to additional information provided in the teacher's text for enrichment of topic.  Kids need a more interactive digital format.

| *Assessment* | *1* | *2* | *3* |
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| **Assessment System**<br>Documentation includes a description of the overall system or approach to assessment and includes: | | | Exceeds |

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| • Description of alignment with national/state standards and research on assessment practices<br>• Guidance for teachers in the use of the assessments<br>• Evidence that assessments within the textbook materials were field-tested and/or evaluated | | | |
| **Quality Assessment**<br>High quality assessments:<br>• Include a variety of student assessment strategies<br>• Are linked to relevant objectives/standards<br>• Provide students with opportunities to demonstrate their understanding of key visual arts concepts and apply learned skills to real-life or diverse situations (i.e., what students know and are able to do in new or different situations)<br>• Provide criteria for students regarding learning targets and assessment criteria (e.g., rubric, performance checklist), and allow continuous access to evidence of progress<br>• Incorporate multiple measures over time | | Meets | |

**Explanation of rating for quality assessment:**

Would be good to have a rubric for student use so they can gauge their progress or what they need to achieve highest level of success.  This could be similar to that generated in the teacher addition

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| **Multiple Measures**<br>Examples of assessment include:<br>• Selected response items (e.g., multiple choice, matching, true and false)<br>• Performance assessments (e.g., posters, skits, role plays, PSAs, surveys, journals, letters to the editor, artistic productions)<br>• Quiz and test assessments<br>• Project-based tasks<br>• Portfolios | | Meets | |

**Explanation of rating for multiple measures:**

Missing selected response items, not seen in the teacher's addition.  Quiz and test assessments not in the TE either.  If they were available, we did not get them in our packet to review. Other types of measurement are available in the text.

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| **Use of Assessments**<br>Instructional materials include assessments that provide ways to modify instruction, including:<br>• Assessments used for purposes other than determining student grades<br>• Assessments designed to focus on learning core concepts, mastering skills, as well as evaluation<br>• Student work informs the design or redesign of teaching strategies or sequences | | | Exceeds |
| **Accessibility**<br>The three key characteristics of accessible assessments: | | | Exceeds |

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| • Free from bias (e.g., gender, cultural)<br>• Provide accommodations for individual and cultural differences<br>• Provide accommodations for differences in learning styles and language proficiency | | | |

**Explanation of rating for accessibility:**

Continue to incorporate a variety of non-traditional artists to give the bigger picture of art in the world.  As teachers, we reviewers work with multi ethnic groups where traditional art is only part of the picture. We were glad to see the incorporation of more representation for gender equality, other races and nationalities than just the typical European artists.

| *Work Teachers Do* | *1* | *2* | *3* |
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| **Instructional Model**<br>*The textbook's instructional model is described in the teacher's materials and supports the teacher to implement the model to organize and sequence learning experiences.  Effective instructional models provide opportunities for teaching and demonstrating visual arts skills, concepts and information (essential concepts).*<br><br>Review the materials to determine if:<br>• Clear procedures are provided to assist in implementation of materials<br>• Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific artistic skills<br>• Provide opportunities for students to extend, apply and evaluate what they have learned<br>• Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals<br>• Teacher's edition provides suggestions for evaluation, assessment, remediation, acceleration, feedback, and motivational techniques<br>• The textbook materials provide guidance to the teacher regarding practicing, applying and rehearsing the skill using real-life scenarios<br>• The textbook materials provide rigorous exercises that apply concepts to similar or new situations<br>• Essential questions are included in chapters or lessons to guide teachers in recognizing "big ideas" in dance<br>• Learning objectives are included in chapters or lessons to guide teachers in recognizing what students should be able to demonstrate | | | Exceeds |
| **Effective Teaching Strategies**<br>Instructional materials support teacher's use of effective teaching strategies that prompt students to:<br>• Actively engage in learning to help themselves to personalize information, such as through cooperative learning, group discussions, problem solving, demonstrations, artistic productions and role playing | | | Exceeds |

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| • Provide feedback to their peers and reflect on their own learning<br>• Access prior knowledge and skill abilities to further develop functional knowledge and abilities to practice and display artistic and creative processes<br>• Participate and benefit from activities that expand learning opportunities outside of the classroom, such as through family activities, investigative assignments, internet review assignments, visual arts-based productions and field trips | | | |
| **Skill Development**<br>Review textbook materials to generally determine if:<br>• The textbook materials provide guidance to help the teacher understand the steps required to learn and teach the skill<br>• The textbook materials provide guidance for the teacher to model the skill<br>• The textbook materials provide guidance to teachers for providing feedback and reinforcement following practicing of skills<br>• The textbook materials provide literacy development and supports for teachers following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects<br>• Textbook provides opportunities to instruct with complex informational text related to visual arts | | Meets | |

**Explanation of rating for skill development:**
Background information might be more complete, studio information too simplified. Not every teacher has in depth experience in all studio areas.

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| **Support for the Work Teachers Do:**<br>Instructional materials support the work teachers do by providing:<br>• Pertinent content background information and productions<br>• Examples of typical student conceptions and productions<br>• Explanations of specific instructional models and teaching strategies to improve student understanding<br>• Resources to assist and enhance instruction (e.g., transparencies, videos, DVDs, software, online website and/or resources)<br>• Essential learning materials, handouts, student and teacher text, and other instructional tools necessary to achieve the provided or indicated learning objectives<br>• Well-organized, easy to use and comprehensive teacher's edition<br>• Suggestions for integration across the curriculum | Inadequate | | |

**Explanation of rating for support for the work teachers do:**
Software, transparencies, DVD's, software, handouts were not available to us to review, we were given only the TE to review and a student textbook.

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| **Sequencing**<br>Textbook with a coherent sequence includes: | | | Exceeds |

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| • Organization in a deliberate fashion to promote student understanding<br>• Building from and extends concepts and skills previously developed | | | |
| **Accuracy Analysis**<br>Determine if the information in the textbook is factual, accurate and current.<br>• Terminology is accurate and appropriate<br>• Data and information is accurately shown in charts, graphs and written text<br>• Data, information and sources are current<br>• Facts and data are based on appropriate data<br>• Sources are clearly noted, credible and reputable<br>• Images used of an appropriate quality and related to the content | | Meets | |

**Explanation of rating for accuracy analysis:**

Current media and current artists relevant to student lives is missing. Nothing controversial in the book. Kids like to discuss the drama of the artist's lives.

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| **Digital Curriculum for Teachers**<br>Review digital curricular textbook materials to generally determine if:<br>• There are robust digital resources for student learning, practice and assessment<br>• Digital materials provide content that enhances instruction and assessment<br>• Digital materials provide differentiated access to content<br>• Digital materials are intuitive and engaging<br>• Digital materials provide opportunities for meaningful, interactive experiences<br>• Digital materials reflect the range of multi-modal content delivery<br>• Digital materials provide content supports for teachers to further develop expertise | Inadequate | | |

**Explanation of rating for digital curriculum for teachers:**

Was not interactive enough. Not robust or interactive for students to access links, just the book online. Recommend the inclusion of popup information and active links within text for further exploration or to link to additional information provided in the teacher's text for enrichment of topic. Kids need a more interactive digital format.

| *Total in Each Category* | 3 | 14 | 24 |
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# *Total Score for Part II: 41/54*